



TEACHING & LEARNING POLICY

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Governors Committee accountable for review	Education
Senior Leadership Team accountable for review	SKL

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1. Introduction

The Royal Grammar School is a high achieving selective boys' school with a coed sixth form that is well regarded in the local and national community. High aspiration and achievement combined with mutual respect and integrity are the core values of our school and ones which permeate through all that we do. We have created an environment at RGS where we engage in teaching that is rooted in research and neuroscience, academically rigorous, challenging and ambitious. We pride ourselves in delivering an education that goes beyond exam specifications and nurtures character development, equipping our students with the skills that they will need to thrive in life after RGS. Our co-curricular provision plays an equally key role in the students' learning experience outside of the classroom.

This document aims to set out the main principles and shared responsibilities for promoting effective teaching and learning across the school community.

2. Our key learning principles

We expect RGS students to take responsibility for their learning by being actively engaged in all lessons.

Students should:

- Be able to explain what they are currently learning
- Be able to explain how this has built on previous learning
- Be able to understand and articulate the key skills needed in each subject
- Know how they will be assessed
- Act upon feedback given
- Try their best in order to reach their full potential
- Feel a sense of belonging to the group

3. Roles and responsibilities and accountability

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for students' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#).
- Have high expectations and celebrate achievement
- Actively engage parents/carers in their child's learning for example via newsletters, website, letters, open days, parents' meetings
- Update parents/carers on students' progress via progress reports and email/phone communication where necessary.
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy.

3.2 Support Staff

Support staff at our school will:

- Know students well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Feed back observations of students to teachers
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy.

3.3 Subject Leaders and Assistant Subject Leaders

SLs and ASLs at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress including use of interleaving and retrieval
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject working with teachers to identify any challenges
- Moderate progress across their subject by, for example, systematically reviewing

progress against a range of evidence and reviewing qualitative and quantitative performance data

- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy.

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy.

3.5 Students

Students at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, open minded, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete homework activities as required
- Meet the expectations set out in the Behaviour policy and the Homework Policy

3.6 Parents and carers

Parents and carers of students at our school will:

- Value learning
- Encourage and support their child as an (independent) learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Support and give importance to homework

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress and attainment
- Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Inclusion

Teaching and learning at our school will take the backgrounds, needs and abilities of all students into account. We will adapt teaching to cater to the needs of all of our students, including:

- students with special educational needs and disabilities (SEND)
- students with English as an additional language (EAL)
- disadvantaged students (Pupil Premium)
- students that are most able

It is worth being aware that there are students who may not yet have a diagnosis and therefore it is essential that quality first teaching supports all students.

The strategies we will use to do this are:

- Quality First Teaching
- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our students with SEND, and their

parents to establish the appropriate level of material to support these students to make good progress

- Using ability groupings for certain subjects where appropriate
- Using adaptive teaching to provide appropriate challenge for all levels
- Using pupil premium funding effectively to support learning

All staff who work directly with students must be aware of the Special Educational Needs policy and SEN report.

5. Homework

Homework will support students to make the link between what they have learnt in school and the wider world. It is most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on Google Classroom.

Homework will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

6. Assessment and feedback

Student work should be assessed consistently and regularly (eg: for most subjects a minimum of two pieces of quality assessment and feedback per half-term in Years 7-11).

Assessment and feedback should enable the teacher to:

- Check immediate understanding
- Pinpoint misunderstanding
- Identify next MTD action points
- Check previous MTD action points have been completed

The teacher should record marks / assessment information gained from marking in such a way as to:

- Inform future planning / activities
- Track student progress

Marks for end of unit assessments should be centrally recorded and compared to the students' baseline data. Remedial action must be taken with students who are consistently not reaching their baseline or projected data.

7. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our students make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on students' learning

through:

- Conducting learning walks
 - Reviewing marking and feedback / book scrutinies
 - Annual curriculum review
 - Pupil voice
 - QAR process
 - Informal peer observation weeks
 - Formal lesson observations
 - Challenge Partners review

8. Review

This policy will be reviewed every three years by the Education Committee. At every review, the policy will be shared with the full governing board.

9. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEN/SEND policy and information report
- Assessment and feedback policy
- Homework policy